

4-15-1985

## Interdisciplinary Major in International Business and Economics

The College at Brockport, College Senate

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Resolution #30, 1984-85

TO: President John E. Van de Wetering

FROM: The Faculty Senate

Meeting on 4/15/85  
(Date)

RE: X I. Formal Resolution (Act of Determination)  
       II. Recommendation (Urging the fitness of)  
       III. Other (Notice, Request, Report, etc.)

SUBJECT: Interdisciplinary Major in International Business & Economics

(see attached)



Signed [Signature] Date Sent 4/17/85

(For the Senate)

..... Kenneth P. O'Brien, President, Faculty Senate

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

- a. Accepted. Effective Date to S.M.N.
- b. Deferred for discussion with the Faculty Senate on \_\_\_\_\_
- c. Unacceptable for the reasons contained in the attached explanation

II., III. a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice Presidents: Only to Staller, Marcus, McCray, Keena, Kelly

Others:

Distribution Date: 4/23/85

Signed: [Signature]  
(President of the College)

Date Received by the Senate: \_\_\_\_\_

A PROPOSAL FOR AN INTERDISCIPLINARY MAJOR  
IN INTERNATIONAL BUSINESS AND ECONOMICS

SUBMITTED TO  
THE UNDERGRADUATE CURRICULUM COMMITTEE  
OF THE FACULTY SENATE  
OF THE STATE UNIVERSITY COLLEGE AT  
BROCKPORT, N. Y.

FEBRUARY 22, 1985  
(revised, 21 March 1985)

The Ad Hoc Committee to Develop  
an Interdisciplinary Major in  
International Business and  
Economics

W. Borowiec  
J. Mason  
V. Rojas  
S. Ullman  
J. Perry, Chair



State University of New York  
State University Plaza  
Albany, New York 12246

Office of the Vice Chancellor for  
Academic Programs, Policy and Planning



November 13, 1984



President John E. Van de Wetering  
State University College  
Brockport, New York 14420

Dear President Van de Wetering:

I have reviewed your letter of intent to offer the Bachelor of Arts degree in International Business and Economics. You may proceed to develop a program proposal.

Although the University at Buffalo offers a concentration in International Business and World Trade, there are currently no registered or proposed programs similar to Brockport's proposal in SUNY. International Business is in the HEGIS 0513 classification.

As you are aware, objections have been raised on grounds that the program would have a negative impact on SUNY Buffalo's concentration in international business and world trade, and there is a question as to its appropriateness as a major degree program at the undergraduate level. The Central Administration's Review Committee was equally concerned about these issues and expressed the strong desire that these issues be addressed in the program proposal.

It would be very much appreciated if you would let Dr. Penney know as soon as possible whether you plan to submit a program proposal. Should you decide to develop a program proposal, the procedures outlined in Memorandum to Presidents, Vol. 83, No. 7, dated June 24, 1983 should be followed.

Sincerely,

Kenneth O. Hall  
Assistant Vice Chancellor  
for Academic Programs

cc: Dr. Altes  
Dr. Penney

# **BROCKPORT**

State University of New York  
College at Brockport  
Brockport, New York 14420

Office of the  
Vice President for Academic Affairs  
(716) 395-2524



## MEMORANDUM

TO: Walter Borowiec, Joseph Mason, John Perry, Victor Rojas, Stephen Ullman

FROM: Robert D. Marcus *RDM*  
Vice President for  
Academic Affairs

DATE: January 18, 1985

Thank you for agreeing to serve on the Ad Hoc Committee to develop an Interdisciplinary Bachelor of Arts Program in International Business and Economics. As you know, SUNY Central has accepted our letter of intent enabling us to proceed to the development of the program. We are anxious to submit the program this winter. Dr. Perry, who is chairing the committee, will set a timetable. I know this constitutes an additional demand on your busy schedule, but please know that I recognize the importance of this undertaking and am grateful for your efforts in support of the College.

RDM:evr

*iii*

## TABLE OF CONTENTS

Title page.....	i
Authorization letters.....	ii
a. letter of authorization	
b. memorandum of appointment	
Letter of transmittal.....	iv
Table of contents.....	v
List of attachments.....	vii
 A.1. Cover page.....	 1
2. Summary of proposed major	
 B. Planning factors:.....	 3
1. a. purpose, goals and objectives	
b. related existing Brockport programs	
c. impact statement	
2. Similar programs at other institutions	
3. Arrangements for internships, etc.	
 C. Need:.....	 11
1. a. justification	
b. appropriateness	
c. need being met by others	
d. impact of proposal on need	
e. measurement of need	
2. Determination of enrollment projections	
a. surveys	
b. double majors in existing programs	
3. Employment possibilities	
4. Articulation and transfer	
 D. Resources and costs (five-year projections)....	 19
Introductory explanation	
1. program resources required	
2. sources of funding	
3. enrollment and related data	
Addendum containing computations used	
 E. This section does not apply (It is a resources schedule for Community Colleges).....	 29
 F. Maintainance and monitoring of quality.....	 30
 G. Criteria and procedures for admission and advisement.....	 31
 H. Outline of the course of study.....	 32

I.	Vitae of faculty who will implement the program.....	36
1.	vitae	
2.	additional faculty	
3.	directorship	
J.	Library holdings available for use in the program.....	40
K.	Procedures for external evaluation (graduate-level programs only).....	41
L.	Local resolutions of support.....	42
M.	Master plan amendment.....	43
	ATTACHMENTS 1-22.....	Appended



# ATTACHMENTS TO PROPOSAL

NUMBER	DESCRIPTION	WHERE ATTACHED	PAGE
1	Comparison of three programs	B.1.b.3	B-4
2	Letter from N.Y. Dept. of Ed.	B.2	B-4
3	Other Colleges' catalogs pages	B.2	B-5
4	McConnell Letter, 16 July 1984	B.2	B-7
5	Chart of Hegis 0513 graduates	C.1.c	C-4
6	IBC Letter, 21 February 1984	C.1.e; C.3	C-7
7	Survey of Business Majors	C.2.a.	C-6
8	Double Major Report	C.2.b	C-6
9	Placement Report	C.3	C-7
10	MCC Letter	C.4	C-7
12	Description of SUNY/Buffalo graduate program	C.4	C-8
13	Thunderbird program description	C.4	C-8
14	Brockport Undergraduate Catalog	H	H-3
15	Sample Curriculum	H	H-3
16	Vitae of Faculty	I	I-1
17	Report on Library Holdings	J	J-1
18	Letter of Support: Pol. Sci.	L.a.	L-1
19	Letter of Support: For. Lang.	L.b.	L-1
20	Letter of Support: Bus. Ad.	L.c.	L-1
22	College's Mission Statement	M	M-1



Section A

A.1. COVER PAGE:

STATE UNIVERSITY OF NEW YORK  
ACADEMIC PROGRAM PROPOSAL

Campus: College at Brockport

Date: 1 April 1985

Proposed Program Title: International Business and Economics

Proposed Degree/Certificate: Bachelor of Arts

HESIS Classification and Number: 0513

Academic units that will offer program:

School of Letters and Sciences, School of Professions

Proposed Beginning Date: Fall Semester, 1985

Projected number of

Y E A R

Students (headcount):

	I	II	III	IV	V
Full-time	6	12	25	40	55
Part-time	2	5	8	10	20

## Section A

Identify existing programs in related and supporting disciplines:

PRGM TITLE	STUDENTS		FACULTY		PRGM TITLE	STUDENTS		FACULTY	
	FT	PT	FT	PT		FT	PT	FT	PT
Global St.	5	0	0	2	Bus. Admin.	544	53	21	22
Pol. Sci.	71	5	12	5	For. Lang.	42	1	10	2

### A.3. SUMMARY OF PROPOSED MAJOR IN INTERNATIONAL BUSINESS AND ECONOMICS

Prior to admission to the major in International Business and Economics a student will complete the lower half of the Economic Policy and Business Theory Cores of the major ("Microeconomics," "Macroeconomics," "Fundamentals of Accounting I & II" and "Introduction to Economic Statistics") and the Quantitative Area Requirement ("Applied Calculus for the Social and Life Sciences I"), with a grade of "C" or better in each course. The upper half of these Cores (consisting of "Introduction to Economic Statistics," "Principles of Marketing," "Principles of Management," and one course in either "Price Theory," "Income Theory" or "Managerial Economics") will be completed after admission to the major as will the International Business Core. The International Business Core consists of four three-credit courses ("International Trade Theory," "International Economic Policy," "Economics of Development" and "Economic Planning").

Concurrent with the completion of these requirements, the student will complete a fifteen-credit-hour core of cross-cultural courses and one three-credit foreign language course at the 300-level or above. The Cross Cultural Perspective Core consists of BUS 366, "Human Relations in Management," and twelve credit hours chosen from a list of appropriate social science or humanities courses (a complete list of these courses is contained in item H below).

## Section B

## B. PLANNING FACTORS:

1. Describe the purposes, goals, and objectives of the proposed program. Identify existing or projected programs of the campus in the same or related disciplines and the expected impact of the proposed program on them.

## a. Purposes, Goals and Objectives:

The interdisciplinary International Business and Economics major is an undergraduate course of study leading to the Bachelor of Arts degree that is designed to equip students with a working knowledge of the principles of business and economics and, at the same time, provide them with an understanding of the geo-political and cultural aspects of international business. The major seeks to conjoin a program of professional studies with meaningful and congruent liberal arts and social science courses in order to train students for entry-level management positions in international business and for graduate-level studies in international management. This program is designed to provide an option to our students similar to one which is presently available only to students who choose to "double major" in Business Administration (with a concentration in International Business) and either a foreign language or one of several social sciences majors that Brockport offers.

## b. Existing programs of the campus in related disciplines:

1. Brockport has a specialization in International Business Management available as a option to its Business Administration and Economics majors. The specialization consists of the following coursework:  
(Four courses are selected from among the following);  
BUS 345, Environmental Aspects of International Business  
BUS 445, International Business Management  
ECN 441, International Trade Theory  
ECN 442, International Economic Theory  
ECN 451, Economics of Development  
ECN 452, Economic Planning: Theories, Policies, Problems

This specialization forms twelve of the thirty nine upper-division credit hours required for the major in Business Administration (another eighteen credit hours of lower-division

## Section B

prerequisites are also required of the student intending to major in Business Administration).

2. Brockport also has an undergraduate major in Global Studies which requires students to complete the following course of studies consisting of thirty-nine credit hours distributed as follows:
  - a. Fifteen hours of required global exploration courses:
    - GBS 102 (HST 102) The Modern World
    - GBS 111 (PLS 111) World Politics
    - GBS 102 (ANT 102) Anthropology and the Changing World
    - GBS 232 (PLS 120) Geopolitics
    - GBS 212 The Nature of Global Interdependence
  - b. Three hours of quantitative skills training selected from the following:
    - GBS 201 (SOC 200) Social Statistics
    - GBS 202 (PSH 202) Introductory Statistics for Psychology
    - GBS 302 (PLS 302) Political Statistics
  - c. Three hours of additional special training in international economics:
    - GBS 372 (PLS 372) The Politics of International Economics
  - d. Foreign language prerequisite: demonstration of competency at the first or survival level of foreign language training. Competency is measured by the student's passing a competency examination administered by the Foreign Language Department. The student may prepare for the exam (a) by taking six credit hours of foreign language study at Brockport; (b) by taking a similar number of credit hours at another institution, (c) by taking a similar basic language program elsewhere.  
The student is strongly encouraged to continue his/her foreign language training another six credit hours to the second or functional level of foreign language competency.
  - e. Nine credit hours to be taken in one of the four global issue tracks listed below. Under each issue area, there is an asterisked course. This course is required of students choosing that track. The remaining six credits may be selected from the other courses in the track at the option of the student.

## Section B

## Global Issues Areas:

## Inter-Nation:

- GBS 301 Inter-Nation Simulation
- GBS 338 (PLS 338) Issues in International Relations
- GBS 364 (PLS 364) Third World Politics
- \*GBS 445 (PLS 445) International Law and Organization

## Cross-Cultural Communications:

- \*GBS 318 (CMC 318) Cross-Cultural Communication
- GBS 320 (ANT 320) Cultural Encounters
- GBS 340 (PHE 340) Sociocultural Perspectives of Sports (2 credits)
- \*GBS 283 (BIO 283) Perspectives on Environmental Issues
- GBS 302 (GEL 302) Earth and Man
- GBS 303 (BIO 303) Ecology
- GBS 413 (ESC 413) Environmental Climatology

## Socio-Economic Problems:

- GBS 370 (CHM 370) Energy and Environment
- \*GBS 451 (ECN 451) Economics of Development

For all issue areas: GBS 499 Independent Study in Global Studies

- f. Six credit hours of immersion in a regional cultural complex such as China, Latin America, Islamic world, Africa, Western Europe, Canada, or the Communist bloc. Because of their number, most regional courses are not cross-listed with Global Studies. Rather, the student is required to consult closely with the Global Studies director and to obtain his approval in the selection of the appropriate courses in order to ensure that the courses are truly regional in character and meet the interdependence criterion. (The six credit hours of immersion in a regional cultural complex should be taken in an area where the student's foreign language is commonly used.)
1. Other courses of interest and recommended to Global Studies majors are:
- BIO 283, Perspectives on Environmental Issues
  - ECN 202, Principles of Macro-Economics
  - CMC 312, Advanced Composition



Section B

2. The student is strongly encouraged but not required to undertake a semester of study abroad in the area of his/her language competency and regional specialization. The semester abroad may be in the form of an academic program of study or an internship.
3. The relationship of this proposed major to existing programs is illustrated by the attached chart which shows the requirements of the proposed major in International Business and Economics, with the present Global Studies and Business Administration majors in columnar form (attachment 1).
- c. Impact of the proposed program on Brockport's existing programs:

The proposed program in International Business and Economics will have various courses from the two above listed programs among its required coursework. This will result in slightly higher enrollments in a few of these courses. Beyond that, the impact to campus programs will be minimal or non-existent.

- B. 2. Identify similar programs at other institutions, public and private, primarily in the service area and region and, where appropriate, the potential impact on them:

There are seven bachelor's-level degree programs in International Business (HEGIS code: 0513) registered by the New York State Education Department. (See attached letter, attachment 2). They are:  
Hofstra University (Hempstead, NY), B.B.A.  
Marymount College, (Tarrytown, NY), B.A., B.S.  
New York University (New York City), B.S.  
Pace University (Pleasantville, NY), B.B.A.  
Pace University (White Plains, NY), B.B.A.  
Pace University (New York City), B.B.A.

The Index of Majors (1984-85, seventh edition, The College Board, ETS: Princeton, N.J., p. 343) lists twelve four-year colleges in New York State which offer bachelor's degrees in "International Business." In addition to the seven programs cited in the paragraph above, programs at the following six institutions appear on this list:

## Section B

Baruch College, CUNY (New York City)  
 College of Mount St. Vincent (Riverdale, N.Y.)  
 Elmira College (Elmira, N.Y.)  
 Friends World College (Huntington, N.Y.)  
 Nazareth College (Rochester, N.Y.)  
 State University of New York, College at Plattsburgh  
 (Plattsburgh, N.Y.)

Finally, the State University of New York at Buffalo has a certificate cluster in International Business and World Trade available as an option to its students who are majoring in Geography.

It would appear from the fact that these seven programs are not registered with a Hegis code of 0513, that they are specializations and/or concentrations within the existing general Business Administration major program (or, in the case of SUNY Buffalo's program, within the Geography program) which these institutions offer. An examination of the most recent undergraduate catalogs of these institutions confirms this to be the case in all of the above instances except for the International Business program at Elmira College.

Copies of the catalog descriptions of SUNY/Buffalo's Department of Geography's "International Business and World Trade Cluster," Nazareth College's program(s) in International Business and Elmira College's International Business major--the three programs in Brockport's region--are attached (attachment 3). The program at SUNY/Buffalo is a concentration available only to majors in Geography at SUNY Buffalo (see attachment 3, page 1); the "programs" in International Business at Nazareth College of Rochester consist of either the election of a concentration in a modern foreign language by the student who is pursuing a Bachelor of Science degree in Management Science, or the election of a concentration in Business/Management by the student pursuing a Bachelor of Arts degree in a modern foreign language (attachment 3, pages 2-5); Elmira College's major in International Business does not appear to be an optional concentration (or cluster) within another major (attachment 3, pp. 6-7). The College at Brockport is unable to determine why this program is not registered by the New York State Education Department as a Hegis Code 0513 program.

It is unlikely that the International Business and



## Section B

Economics program which is proposed by the State University College at Brockport will have any real impact on enrollments in any of these thirteen existing programs for several reasons:

1. All but three of these thirteen programs are outside Brockport's region (they are all, except for the program at the State University College at Plattsburgh, which, although it appears on the College Board list, is not registered with the State Education Department under Hegis Code 0513 nor does this Plattsburgh program appear as a major on the Curriculum Chart of the SUNY 1994 Application Guidebook in the New York City-Long Island-Westchester area)
2. Of the three undergraduate International Business programs at Colleges in Brockport's region--Elmira College, Nazareth College, and SUNY/ Buffalo--two (Nazareth's and Elmira's) are at small private colleges whose clientele are not the normal clientele for Brockport (or for SUNY) programs. It should also be noted that none of the three programs in Brockport's region is registered with the New York State Education Department as a Hegis Code 0513 program.
3. The undergraduate certificate program in the Geography of International Business and World Trade which the Department of Geography at SUNY/ Buffalo offers is one of four "undergraduate clusters" which a student majoring in Geography at Buffalo may elect. As such, it has the same status as Brockport's present International Business concentration (that is, one of the six clusters which a Business major at Brockport may choose). These two programs in fact have the status of a minor restricted to students of a specific major. SUNY/ Buffalo's program in World Trade concentrates most specifically on these aspects of "social and economic geography" which relate to international trade, while Brockport's existing cluster in International Business concentrates primarily on international business topics. The proposed major differs from both of these existing programs in that it 1) is to be a free-standing major and 2) it will concentrate directly on developing the student's linguistic and cultural awareness of global issues in addition to the development of the student's mastery of the technical business skills required for entry-level positions in firms involved in international business. The greatest similarity between these three programs is that each requires the same (or almost the same) sequence

Section B

of specific business courses.

In a letter of 16 July 1984 (attachment 4), Dr. James McConnell, the Chairman of SUNY Buffalo's Geography Department observes that this proposed program and Buffalo's undergraduate cluster in World Trade would be "preparing people for the same job market." Further, he observes that since both programs are "drawing undergraduate... students from the Brockport-Rochester region, it seems very probable that there would indeed be an overlap in service areas should Brockport develop such a program."

If indeed there might be an overlap, such an overlap would already exist between the present International Business "concentration" in Brockport's Business Administration program and the "cluster" within SUNY/Buffalo's Geography major. A free-standing interdisciplinary major in International Business and Economics would:

- a. be more likely to attract enrollments from a different population of undergraduates either in the Rochester or Buffalo areas than do either of the two existing (more specialized) programs.
- b. be perforce too small in size to have any real impact on either cluster's enrollments.

If in fact, graduates of these programs were being prepared for a similar job market, the evidence suggests that such a job market is sufficiently large (and growing) to absorb the fifteen graduates of Buffalo's cluster program, the seventeen graduates of Brockport's International Business concentration and the projected 2-15 graduates of this proposed interdisciplinary major.

Since this proposed program in its present form will not have required internships, it will have no impact on SUNY/Buffalo's graduate-level internships in the Rochester area (which is the other objection raised in Dr. McConnell's letter). Indeed, students who complete this major at Brockport will be very likely to form a pool of candidates for Buffalo's graduate program.

3. Describe briefly proposed arrangements for required external clinical instruction, agency placement, practice teaching, internships, etc., if any and how

## Section B

these arrangements would impact on other institutions using the same facilities, if any:

At this stage in our planning there are no intentions for requiring external clinical instruction, agency placement, practice teaching, internships, etc., consequently, there is likely to be no impact on other institutions using the same facilities. However, we do not wish to close our option to develop an internship in an area business whose primary focus is on international trade. However, if this option is ultimately selected, it is unlikely that there would be any impact on other institutions using the same facilities since there are no other institutions who are using these facilities, and even if there were, the Rochester-area has such an abundance of facilities of this type that there would be very little likelihood of any impact. (See Item C.1.a., paragraph 2 below and attachment 6 and 9).

Section C

D. NEED:

1. Identify the potential need for this program for the clientele it will serve in terms of the economy and/or educational needs of the area in which it is to be located, New York State at large and, if appropriate, the nation:

- a. In the past thirty years, American business has turned increasingly from domestic to overseas markets. In 1957, only 8.6 percent of all of American industry's earnings were attributable to non-U.S. sources, by 1974 that had become 26.9 percent (Source: Bergsten, C. Fred, et al., American Multinationals and American Interests, Washington: The Brookings Institution, 1978). In 1980 more than 200 of the Fortune 500 list of American corporations reported at least 20 percent of their earnings were a result of foreign sales (sixty of these firms reported that more than 40 percent of their sales in 1980 were made abroad (Source: Key Company Directory, New York: The Conference Board, 1980)). Between 1972 and 1981, the number of American workers involved in the production and export of manufactured goods doubled (Source: International Financial Statistics Yearbook, Washington: The International Monetary Fund, 1982). Most analysts of trends in American business agree that this internationalization of American business is not likely to decrease. Indeed, its acceleration has been characterized as an imperative need.

If the economy of the United States is to expand and grow in the remaining years of the twentieth century, it must, according to two recent Presidential reports, continue to expand its share of the international marketplace (Twenty-Sixth Annual Report of the President of the U.S. in the Trade Agreements Program, 1981-82, and The Export Imperative, A Report to the President submitted by the President's Export Council). While many of the nation's largest corporations have become actively involved in that international marketplace, smaller firms are just beginning to explore it. Fewer than 19,000 companies (of more than 4.4 million in the U.S.) presently export their goods and/or services. This is one of the factors which has resulted in a trade deficit of more than \$60 billion in 1983 and a 1984 trade deficit of more than \$123 billion.

The value of export business to the State of New



## Section C

York in 1982 (the last year for which data are available) has been estimated (by the U.S. Department of Commerce) as being in excess of \$13 billion; one job in six in New York State depends directly on the State's overseas trade. The Greater Rochester Metropolitan Area has accounted for approximately 40% of New York State's export business (or \$5.6 billion) since 1982; one job in four in this five-county region of western New York depends directly on overseas trade. More than three hundred businesses based in the Rochester area are involved in the export of goods and services including the Eastman Kodak Co., the Xerox Corporation, Bausch and Lomb, Inc., and the Castle and Nalge divisions of Sybron Corporation. Since 1982, the Greater Rochester Metropolitan area has lead the nation in the per capita export of high technology products and was in 1984, the seventh largest exporter in the United States (of all types of goods and services). An application is presently on file with the U.S. Commerce Department for the creation of a foreign trade zone in Monroe County.

The degree program which we propose to initiate will train students for entry-level positions in business which are involved in the export or import of goods and/or services. We believe that there is a clear and overwhelming need for such qualified graduates in this region, the State of New York, and the nation.

Among the conclusions of his study of the acquisition of international skills in American business, Stephen Kobrin (of the Graduate School of Business, New York University) notes, "International expertise contributes to managerial effectiveness in most circumstances. The real question, then, is how important is the contribution made by international expertise and how important is the edge that it provides? At the level of both the individual company and the U.S. economy, I think that it is important and is likely to become more so in the future."

(Source: Stephen Kobrin, International Expertise in American Business, New York: Institute of International Education, 1984, p. 52). Professor Kobrin concludes his study with the note that, in addition to the acquisition of technical and/or functional skills, "it is critically important that students who plan managerial careers in large international firms develop at the college level the basis for acquiring international

## Section C

expertise. First, that means at least some language competency. Second, it means developing a systematic understanding of the differences in political and economic systems, culture, behavior, world view, and interpersonal interaction that one finds once one leaves home. That requires traditional academic courses, perhaps including comparative politics, economics, and anthropology, taught in such a way as to leave the student with a framework upon which to build through further study and experience. It also requires nontraditional courses that involve simulations and negotiating exercise. What is important is that the student develop a systematic understanding of international differences and an ability to analyze and synthesize on his or her own" (p. 55). The program we propose in International Business and Economics seeks to provide the means for the acquisition of these abilities.

- b. Justification for this program as an undergraduate course of study:  
 There are 166 baccalaureate-level programs in International Business offered by America's colleges and universities; twelve of these programs are offered by universities and colleges in New York State (Source: The Index of Majors, 1984-85. The College Board, ETS., Princeton, N.J., pp. 342-44). An inescapable conclusion to be drawn from that data is that such a program of study is indeed appropriate for the undergraduate-level of instruction. However, even if such a number of baccalaureate-level International Business programs were not presently being offered at American colleges, there would still be sufficient evidence to support the contention that such a program of study is appropriate to an undergraduate degree:
1. The proposed International Business and Economics program includes an interdisciplinary body of knowledge appropriate for entry-level positions in the corporate sector as well as in private and public organizations which deal directly or indirectly in international-intercultural matters. Such body of knowledge provides students with appropriate skills not only in the areas of business administration and economics, but also in the areas of quantitative skills, intercultural

## Section C

- understanding and a foreign language.
  2. A comparison of the coursework required in the proposed program with the coursework required in the current business administration major (international business track), reveals that the content of the course work relative to business and economics is very similar in both programs. The content of the proposed program is enhanced with the coursework in the cross-cultural core, the quantitative skills component and the foreign language study.
  3. Each component of this proposed program exists presently as a component of an existing undergraduate degree program. Therefore, it is inconsistent to believe that in combination, the aggregate would be inappropriate as an undergraduate course of study.
- c. Is this need being met by other institutions?  
The State University College at Brockport is persuaded that the need for graduates with training in the areas of International Business is such that the need is not being met by programs presently in existence. Data supplied by the New York State Education Department support this contention (see attachment 5). Between 1977 and 1983, only 237 students were graduated from programs in New York State with Hgis code 0513. These data also suggest that the student demand for such programs is growing; each year between 1977 and 1983 the number of students graduating from such programs has increased steadily (from sixteen in 1977 to seventy-four in 1983).
- d. State the extent to which such need will be met if the program is established:  
The potential need for graduates with training in International Business and Economics in the Greater Rochester area is envisioned by the State University College at Brockport to be such that a program of the size as the one proposed will not fully meet that need (see also, below, section C.3.b., and attachment 9).
- e. Describe fully and completely how the need was established:  
The need for a program in International Business and Economics at Brockport was measured by the following factors:
1. The volume of import/export trade done by businesses in the Rochester/Monroe County



## Section C

- area (see above, section C.1.a., paragraph 2 and below, attachment 9).
2. The fact that all seven of the Hegis code 0513 programs in New York State are in the downstate region (see above section E.2, paragraph 1 and attachment 2)
  3. The fact that all seven of the Hegis code 0513 programs in New York State have altogether produced but 237 graduates during the past six years (see above, section C.1.c.).
  4. The fact that student demand for such a course of study appears to be increasing steadily as is indicated by the steady increase in graduates from Hegis 0513 programs from 1977-1983 (see above, section C.1.c. and attachment 5).
  5. The number of students at Brockport who have elected a "double major" option similar to this proposed program (see below, section C.2.b.).
  6. The survey of students in the International Business minor (see below, section C.2.a. and attachment 7).
  7. The advice of the International Business Council of the Greater Rochester Chamber of Commerce (see attached letter, attachment 6).
2. State how the enrollment estimates projected in D3a. and E3a below were determined. i.e., what surveys were conducted. Specify the number of students who have requested that this program be established:
- a. In the Spring 1985 semester a survey of Business Administration majors who had chosen the International Business concentration was conducted to determine if those students who had elected the existing concentration (minor) might have chosen a course of study which would have allowed them to develop a cross-cultural perspective within the context of their major, had that option been available to them. This survey of indicated that 72% of these students would have "liked to have received more specifically 'internationally oriented' coursework in the non-business courses" they had taken. Two-thirds of those students responding to the poll indicated that they would have chosen "the option of combining their business courses with an organized program of related coursework in international studies," had that option been

## Section C

available to them.

Copies of the survey instrument and the results of this survey are attached (attachment 7).

- b. The College at Brockport has enrolled, during the past few years, a regular number of foreign language and/or social science majors who have elected to "double major" in Business Administration as a preparation for a career in international business. There are presently nine Brockport students engaged in a combined "program" of study in Business Administration and a foreign language and three students with "double majors" in one of the Social Science Departments and the Department of Business Administration and Economics. The College at Brockport graduated one such students in 1984, three in 1983, and two in both 1982 and 1981. This double-major option is disadvantageous in that it permits these students very few "free electives" during their undergraduate careers and a transfer student who might elect this option would typically be unable to complete such a course in less than a total of five years (see Attachment 8).

3. If the program is designed to prepare its graduates for immediate employment, indicate potential employers of such graduates who have requested establishment of the program and their specific employment needs. Assess employment possibilities in general for graduates of the program.

- a. The Advisory Board of the Rochester Area Chamber of Commerce's International Business Council (which has a membership of more than 300 area businesses that are involved in overseas trade) reviewed this proposal at its 20 February 1985 meeting. This Advisory Board saluted Brockport's commitment to a program in International Business and Economics reported that it did indeed see the need for such a program being offered in the Greater Rochester area. Further it expressed the opinion that "students graduating from SUNY/Brockport, with a degree in International Business and Economics, will be looked upon as 'more qualified' than graduates with simple Business Administration degrees, and would, therefore, be more hireable." (A report of this review, together with the Advisory Board's recommendations regarding elective courses which might most profitably be taken by students who

## Section C

had elected this proposed major, is contained in the 21 February 1985 letter from the International Business Council's Vice President attached to this report (attachment 6.)

- b. After reviewing this program with local firms engaged in international trade, Mr. Gary Ryan, President of International Personal Services (a Rochester-based human resources and personnel management firm which specializes in the field of international personnel management) concluded that "graduates of this program can expect better-than-average employment prospects upon graduation." His review of this program stressed the suitability of the Rochester area (which, as he points out, accounts for 41% of New York State's exports, compared to 14% for Buffalo and 33% for the downstate region) as the locale for a program emphasizing international business and the understanding of the cross-cultural and linguistic aspects of international trade. This report points out that there are, in the Greater Rochester area, a large number of small to medium-sized firms which would find graduates of this program "particularly attractive." Mr. Ryan notes, "Exports by firms in the Greater Rochester area...have created 165,407 jobs. This number should increase dramatically as the economic recovery spreads to overseas marketplaces, and will even accelerate when the proposed Foreign Trade Zone for Rochester is approved and implemented." His report concludes that "there is a need for this program,...it is commercially very viable, and it is particularly well suited to the Greater Rochester area at this time." (This report is attached, attachment 9.)

4. **Articulation and Transfer:**

- a) The proposed major in International Business and Economics would have the potential for articulation with Monroe Community College's Business Administration Program. A letter from the dean of MCC's Business division is attached (attachment 10.), which comments on this potential for articulation. The College at Brockport anticipates that graduates of most two-year Colleges in New York State who have elected to major in either Business Administration or International Studies for their Associate of Arts and Sciences degrees will be able to enter this program at the third-year level having completed a substantial portion of either [in the case of Business Administration majors] the Economic Theory

## Section C

and Business Policy Cores or [in the case of International Studies majors] the Cross-Cultural Perspective Core and the Language Requirement. A specific articulation agreement with Monroe Community College is envisioned.

b) Graduates of the proposed International Business and Economics Program would be able to continue their studies at SUNY Buffalo (in the graduate-level International Business and World Trade program) [A description of this program is attached, attachment 12].

A student who has completed the course of study required for Brockport's proposed Bachelor of Arts degree in International Business and Economics would be able to enter the Master of International Management degree program (at the American Graduate School of International Management ("Thunderbird") Glendale, Arizona) without having to complete the introductory courses in either the World Business, the International Studies, or the Modern Language segments of this program (a copy of the description of the curriculum of the program--widely regarded as one of the nation's foremost graduate programs in International Business--is attached, attachment 13).

Also attached to this material describing the Master of International Management degree program is a letter from the Dean of Admissions at the American Graduate School of International Management (attachment 13, pp. 5-7). In this letter, Dean Arthur characterizes a student who had completed this proposed program as "highly desirable" for admission to the program at Thunderbird. He describes this proposed program as "rigorous," and "impressive" and one which would provide a "thorough preparation" for graduate work in International Management.



## Section D

## D. Five-year projections - Resources and Costs:

The data contained in this section are predicated on the following six assumptions:

- a. Student enrollment in this proposed major will match that which is projected. (A description of the information on which this estimate is based is contained in Sections C.1.e and C.2.a and b. above.)
- b. Part-time students majoring in this proposed major will enroll for an average of 7.5 credit hours; full-time enrollment will consist of a student registering for fifteen credit hours each semester.
- c. An undergraduate who chooses this major will, each semester, take an average of approximately 47.5% of her/his total coursework in courses required by the major (see Section H.1.a. and attachment 15 below).
- d. An average student/faculty ratio of 17:1 will be maintained in the courses offered in this proposed major.
- e. Contract settlements (for compensation, including benefits) between the State and the UUP will average 7% each year during the next five years. This assumption will, it should be stated at the outset, inflate the estimates since it presupposes that in five years' time the identical seventy staff members will be offering these courses. A more realistic estimate would be lower since it is likely that some of these faculty members will leave the employ of SUNY to be replaced by more junior (and therefore lower paid) staff.
- f. The average annual compensation (including benefits) for the seventy members of the instructional staff at Brockport who currently offer at least one of these courses is presently \$38,767.96.

In an absolute sense, this proposed major in International Business and Economics will cost the State University of New York nothing. All of the courses which are required, or are to be elected, or are recommended, are now regularly offered at the State University College at Brockport; all of the faculty who will be needed to implement the program are presently on the College's staff. Thus, if, as a result of the implementation of this program, a course which now enrolls twenty-eight students will have several International Business and Economics majors among that twenty-eight or even might enroll an additional four or five of these majors in that course, the salary of the instructor would not change at all. All that would change is the computation of that proportion of the instructor's salary which might be assigned against each International Business and Economics major's enrollment. Consequently, instead of counting each enrollment in that hypothetical course as

## Section D

one-twenty-eighth of the total for its instructional costs, the four or five enrollments by students majoring in International Business and Economics would then be counted as between either one-twenty-eighth or one-thirty-third of that total cost. However, the total cost of offering this course would remain the same. The data below display this theoretical reallocation of these costs.

	Year 1	Year 2	Year 3	Year 4	Year 5
	85-86	86-87	87-88	88-89	89-90
1. Program Resources Required - Include both existing, where applicable, and additional (new)					
a. Instructional Program Staffing*					
(1) Faculty					
(a) Existing FTE Lines	2.0	4.0	8.0	1.4	2.1
Cost	\$8296	\$17754	\$37994	\$71144	\$114186
(b) Additional NONE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FTE Lines					
(2) Academic Administration (additional only)					
NONE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FTE Lines					
(3) Support Staff					
(a) Existing NONE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FTE Lines					
(b) Additional NONE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FTE Lines					
(4) Total (Sum of (1) (a) & (b), (2), & (3) (a) & (b))					
FTE Lines	2.0	4.0	8.0	1.4	2.1
Cost	\$8296	\$17754	\$37994	\$71144	\$114186

\*This is consistent with information on cover page.

## Section D

## b. Other than Personal Service - Additional resources

(1) Supplies and Expenses	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
(2) Equipment	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
(3) Contractual Expenditures	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
(4) Total	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

Year 1	Year 2	Year 3	Year 4	Year 5
85-86	86-87	87-88	88-89	89-90

## c. Library (See Section J, below)

(1) Additional Staff	NONE	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
FTE Lines						
(2) Other Than Personal Service	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
(3) Additional Acquisitions	NONE					
Volumes						
(4) Start-Up Acquisitions						
(a) Volumes	NONE					
Volumes						
(b) Initial Cost*	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
(5) Total	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

\* Not to be confused with Additional Acquisitions.



## Section D

## d. Student Services

## (1) Additional Staff

NONE \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00  
FTE Lines

## (2) Other Than Personal Service

\$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00

## (3) Total

\$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00

## e. Research

(1) State Funds \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00

(2) Federal Funds\* \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00

(3) External Funds\* \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00

\* Memo only.

## f. Extension and Public Service

## (1) State Funds

NONE \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00  
FTE Lines

(2) Federal Funds\* \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00

(3) External Funds\* 0.00 0.00 0.00 0.00 0.00

\* Memo only.

## g. Student Aid

	IA/GG	Fellowships	Other
(1) State Funds	\$ 0.00	\$ 0.00	\$ 0.00
(2) Federal Funds*	\$ 0.00	\$ 0.00	\$ 0.00
(3) External Funds	\$ 0.00	\$ 0.00	\$ 0.00
(4) Total			\$ 0.00

\* Memo only.

## Section D

## h. Additional Program Costs (not previously shown)

	Year 1 85-86	Year 2 86-87	Year 3 87-88	Year 4 88-89	Year 5 89-90
(1) Administration					
NONE	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
FTE Lines					
(2) Plant Maintenance					
NONE	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
FTE Lines					
(3) Capital Facilities*	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
(4) Rehabilitation	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
(5) Equipment	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
(6) New Square Footage	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
(7) Total	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

\* Memo only.

\*\* Not to be confused with New Program Equipment.

i. If costs are incurred in functions other than those noted above, please describe.

\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
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## j. TOTAL PROGRAM RESOURCES REQUIRED (Sum of a(4), b(4), c(5), d(3), e(1), f(1), g(1), h(7), and i.)

## Faculty and Staff

FTE Lines	1.2	1.4	1.8	1.4	2.1
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Cost	\$ 8096	\$ 17754	\$ 37994	\$ 71144	\$ 114186
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## 2. Source of Program Funding (operating budget)

	Year 1 85-86	Year 2 86-87	Year 3 87-88	Year 4 88-89	Year 5 89-90
a. Reallocation Within Institution					
Faculty and Staff					
FTE Lines	1.2	1.4	1.8	1.4	2.1
Cost	\$ 8096	\$ 17754	\$ 37994	\$ 71144	\$ 114186

## Section D

b. Incremental Funding\*  
Faculty and Staff

NONE \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00 \$ 0.00  
FTE Lines

## c. Total\*\* (Sum of 2a and 2b)

FTE Lines 1.2 1.4 1.8 1.4 2.1  
Cost \$ 8236 \$ 17754 \$ 37394 \$ 71144 \$ 114186

\* Indicate expected sources of incremental funding.

\*\* If 2c is not equal to 1j, please explain the discrepancy.

## 3. Enrollment and Related Data

## a. Program Majors

	YEAR 1 1985/86	YEAR 2 1986/87	YEAR 3 1987/88	YEAR 4 1988/89	YEAR 5 1989/90
(1) Total Headcount* (cf. cover page)	8	17	33	50	75
(2) Total Annual Average FTE	7	14	29	45	65

\* This information is consistent with the data on the cover page.

Since this expected enrollment may affect the future campus enrollment composition and totals, estimate the impact this program may have on campus total enrollments and the relative percentage distribution by broad categories.

## b. Student Credit Hours

(Please note that these are annual (not semester) totals)

	YEAR 1 1985/86	YEAR 2 1986/87	YEAR 3 1987/88	YEAR 4 1988/89	YEAR 5 1989/90
(1) Generated by majors taught by total faculty reported on page D-2:	99.75	199.5	413.25	712.5	1268.7
(2) Generated by non- majors taught by total faculty reported on D-2:	35602.25	35302.5	35286.75	34987.5	34631.2
(3) To be taught by existing faculty:	35700.00	35700.00	35700.00	35700.00	35700.0
(4) To be taught by graduate assistants:	0	0	0	0	0

Section D

(5) Total Student Credit					
Hours:	35700.00	35700.00	35700.00	35700.00	35700.00

- c. Anticipated Student/Faculty Ratio Specific to the Proposed Program: 17:1

## Section D

## ADDENDUM TO SECTION D.

The computations used in the development of the preceding data were the following:

1. Computation of student credit hours generated by total faculty reported on page D-2 [Item D.3.b.(1)]:

Description of data below:

- Line a. Displays the estimated number of FTE Students (see assumption a, p. D-1)
- Line b. Lists the hours for which each student would be enrolled (see assumption b, p. D-1)
- Line c. Subtotal (total number of hours taken by these students) [line a X line b = line c]
- Line d. Proportion of this coursework in major (see assumption c., p. D-1)
- Line e. Credit hours that are to be assigned to the major [this is the data entered on line D.3.b(1) above]

Computation:

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
a.	7	14	29	50	75
b.	X 30 cr.	X 30 cr.	X 30 cr.	X 30 cr.	X 30 cr.
c.	210	420	870	1500	2250
d.	X 47.5%	X 47.5%	X 47.5%	X 47.5%	X 47.5%
e.	99.75	199.5	413.25	712.5	1068.75

2. Computation of total student credit hours taught by the total faculty reported on page D-2 [Item D.3.b.(5)]:

A student/faculty ratio of 17:1 (assumption d, p. D.1) would require (for a staff of 70 FTE faculty [see Section I below]) a total of 1190 FTE students enrolled for an annual total of 35,700 credit hours according to the following formula:

- a.  $17 \times 70 = 1190$  FTE students
- b.  $1190 \times 30$  credit hours = 35,700 credit hours [this is the data entered on line D.3.b.(5) above]

3. Computation of student credit hours by non-majors taught by total faculty reported on page D-2 [Item D.3.b.(2)]:

Description of data below:

- Line a. Total credit hours of courses taught by faculty identified (this is line 2.b. above)

## Section D

- Line b. Hours to be taken by students in proposed major  
(this is line 1.e. above)
- Line c. Remaining (these are the numbers entered at  
Item D.3.b. (2))

## Computation:

a.	35,700.00	35,700.00	35,700.00	35,700.00	35,700.00
b.	- 99.75	- 199.5	- 413.25	- 710.5	- 1069.75
c.	35,600.25	35,500.50	35,286.75	34,989.50	34,630.25

## 4. Computation of staffing requirements:

The percentage that the total credit hours taken by majors in proposed program is to the total credit hours taught by the faculty who are presently teaching those courses required for this program =  $x / 35,700 \times 100$   
(where x is the number of hours to be taken by the estimated projected number of majors in courses in proposed major, Item 1.e. above.)

a.	$x/35,700 \times 100 =$				
	.279%	.552%	1.157%	1.995%	2.993%

Therefore, the number of FTE faculty lines which might be ascribed to International Business and Economics enrollments is: (number of faculty  $\times y\%$  [y = line 4.a. above]) [these then become the numbers entered at Item D.1.a(1)]

b.	$70 \times y\% =$				
	.1953	.3906	.8099	1.3972	2.0951

c.	which are rounded to:				
	.2	.4	.8	1.4	2.1

## 5. Computation of staffing costs:

- a. The average 1984/5 compensation (including benefits) of the instructional staff who presently offer the courses listed in section H below increased by 7% per annum (see assumptions e and f on p. D-1) becomes:

\$41481.72 \$44365.44 \$47492.42 \$50816.89 \$54374.07

- b. Proportion of the above average compensation which is likely to be ascribed to enrollments by majors in International Business and Economics (item 4.c. above):

X<sub>1.2</sub> X<sub>1.4</sub> X<sub>1.8</sub> X<sub>1.4</sub> X<sub>2.1</sub>

## Section D

- c. Estimated total cost to be assigned to credits enrolled in by majors in International Business and Economics (see assumption e on p. D-1) [these become the numbers entered at item D.1.a.(1)]  
(S.a X S.b) =  
\$2896.34 \$17754.18 \$37993.94 \$71143.65 \$114185.54



Section E

29

- E. This Section is to be completed only by Community Colleges.

## Section F

- F. 1. How will program quality be maintained and monitored? Describe provisions for regular program review, which should include evidence of student achievement, faculty performance, and placement of graduates.
- a. Students who intend to major in International Business and Economics will be required to earn a grade of "C" or better in each of the five lower division courses in the Economic Policy and the Business Theory Cores and the quantitative skills requirement prior to admission to the major.
  - b. A Board of Study, composed of the Director of the Global Studies Program, the Chairpersons of the Department of Business Administration and Economics and the Department of Foreign Languages, or their designees, and designees representing the Deans of the Schools of Professions and Letters and Sciences, will monitor the quality of instruction, student achievement, and faculty performance.  
A formal biennial review of the student achievement, faculty performance and placement of graduates of this program will be conducted by the Board of Study. This review will be in addition to its ongoing monitoring of the program. Since this program is an interdisciplinary program which draws its course offerings from among those courses regularly offered at Brockport, it should be noted that this Board of Study's reviews will be in addition to those mechanisms which are already extant and in place for the maintenance of program quality within each department.
2. If this is a professional program for which special accreditation is to be sought, provide the name(s) of the accrediting agency(ies) and a timetable for completing the accrediting process.

This program does not require special accreditation.

## Section G

- G. Describe the criteria and procedures for admission of students to the proposed program and the advisement process as students proceed through the program:

Students seeking to major in International Business and Economics must present evidence to the Director of the Program that they have completed ECN 201 (Microeconomics), ECN 202 (Macroeconomics), ECN 204 (Introduction to Economic Statistics), BUS 285 (Fundamentals of Accounting I), BUS 286 (Fundamentals of Accounting II), and MTH 221 (Applied Calculus for the Social and Life Sciences I), with a grade of "C" or better in each course, together with evidence that they have an earned cumulative grade point index of 2.5. On these criteria, the Director of the program will admit students to this major.

The Director of the program will advise students majoring in International Business and Economics on their course of studies.

The Board of Study will review appeals made to decisions of the Director of the Program.

## Section H

- H. Append complete outline of the course of study, including requirements and credit hours, and indicate when and how often each course will be offered over the period of time required for program completion by a student. For existing courses, include catalog description or copy of current catalog:

1. Outline of the course of study indicating requirements, credit hours, and frequency of course offerings.

a. General Requirements:

Title: Bachelor of Arts in International Business and Economics (An Interdisciplinary Major)

- A. Total hours required: 120 with a "C" average or better  
 B. General Education requirements: 36 credit hours  
 C. Upper division requirement: 48 hours at 300-level or above  
 D. Liberal Arts hours: 90 credit hours  
 E. The Major Program:  
 There are four block cores and two required units to the major. They are:  
 a. Block Cores:  
 1. The Economic Policy Core (12 credit hours)  
 2. The Business Theory Core (12 credit hours)  
 3. The International Business Core (12 credit hours)  
 4. The Cross-Cultural Core (15 credit hours)  
 b. Required Units:  
 1. Language Requirement (3-15 credit hours)  
 2. Quantitative Area Requirement (3 credit hours)
- b. Specific requirements of the major in International Business and Economics: (All courses listed are 3 credit-hour courses.)

A. The Block Cores:

1. Economic Policy Core: (12 credit hours)  
 a. ECN 201, Microeconomics  
 b. ECN 202, Macroeconomics  
 c. ECN 204, Introduction to Economic Statistics\*  
 d. Choice of:  
     1) ECN 301, Price Theory  
     2) ECN 302, Income Theory  
     3) BUS 305, Managerial Economics
2. Business Theory Core: (12 credit hours)  
 a. BUS 285, Fundamentals of Accounting I  
 b. BUS 286, Fundamentals of Accounting II  
 c. BUS 335, Principles of Marketing  
 d. BUS 365, Principles of Management

\* This course was formerly registered as ECN 303, "Introduction to Economic Statistics."

## Section H

3. **International Business Core:** (12 credit hours)
    - a. **Required:**
      - ECN 441, International Trade Theory
      - ECN 442, International Economic Policy
      - ECN 451, Economics of Development
      - ECN 452, Economic Planning
    - b. **Electives:**
      - BUS 345, Environmental Aspects of Intl. Business
      - BUS 445, International Business Management
      - PLS 315, Governmental Regulation of Business
      - PLS 372, Politics of International Economics
      - PLS 445, International Law and Organization
  4. **Cross-Cultural Core:** (15 credit hours)
    1. **Required:** BUS 366, Human Relations in Mgmt.
    2. **Electives:** Four courses from the following: (12 credit hours)
      - ANT 320, Cultural Encounter
      - ANT 322, Culture and Power
      - ANT 330, World Poverty and Underdevelopment
      - ANT 400, Topics in Human Survival
      - CMC 318, Cross-Cultural Communication
      - FCE 420, Multiculturalism in U.S.
      - GBS 212, The Nature of Global Interdependence
      - PLS 301, Inter-Nation Simulation
      - PLS 333, American Foreign Policy
      - PLS 334, Comparative Foreign Policy
      - PLS 338, Contemp. Issues in Int'l. Relations
      - PLS 342, Latin American Politics
      - PLS 364, Third World Politics
      - SOC 306, Social Change: U.S. and the Third World
      - SOC 341, Population and Society
- B. **The Required Units:**
1. **Language Requirement:** one 300+ level course in a foreign language.  
(May require as many as 15 credit hours for a student who enters Brockport with no language).  
(3-15 credit hours)
  2. **Quantitative Area Requirement:** (3 credit hours)  
MTH 221, Applied Calculus for the Social and Life Sciences I
- C. **Additional advisement recommendations for students majoring in International Business and Economics:**
1. Students should be encouraged (via the advisement process) to meet the General Education Social Science breadth component with either:
    - HST 102, The Modern World
    - PLS 111, World Politics
    - ANT 111, Anthropology and the World



## Section H

ANT 114, World Cultures  
 PLS 118, Foreign Governments

2. Students in this major should also be encouraged to take:
  - a. ENL 337, Business Writing,
  - b. A grammar course: (ENL 190 Intro. to Grammar, or ENL 401 English Grammar, or a comparative grammar course taught by the Department of Foreign Languages), and
  - c. BUS 325, Corporate Finance,  
 BUS 475, Business Policy and Environment.
3. Students majoring in International Business and Economics should also be encouraged to participate in an appropriate overseas academic program.

All of the courses contained in this description are presently regularly offered by Brockport's various academic departments. A copy of Brockport's 1983-85 undergraduate catalog containing descriptions of each of these courses is attached (attachment 14). A sample curriculum illustrating the manner in which a student might complete this proposed program of study is also attached (attachment 15).

- d. This catalog indicates the frequency with which these courses are offered. That frequency has been, and is expected to continue to be:

- a. Offered both semesters of each year:
  1. The Economic Policy Core Courses:
    - ECN 201
    - ECN 202
    - ECN 204
    - ECN 301
    - ECN 302
    - BUS 305
  2. The Business Theory Core Courses:
    - BUS 285
    - BUS 286
    - BUS 335
    - BUS 365
  3. The courses to fulfill the language requirement.
  4. The course to fulfill the quantitative area requirement (MTH 221)
  5. The required course in the Cross-Cultural Core (BUS 366)

## Section H

6. Other courses offered both semesters of each year: (BUS 325, BUS 475, ENL 307)
- b. Offered in the Spring semester of every year:  
 ECN 441\*  
 ECN 452\*  
 BUS 445\*\*  
 PLS 321\*\*  
 ENL 190\*\*  
 FDE 420\*\*  
 CMC 318\*\*
- c. Offered in the Fall semester of every year:  
 ECN 442\*  
 ECN 451\*  
 BUS 345\*\*  
 GBS 312\*\*  
 PLS 333\*\*  
 PLS 342\*\*  
 PLS 372\*\*
- d. Offered at least once every two years:  
 PLS 315\*\*  
 PLS 334\*\*  
 PLS 338\*\*  
 PLS 364\*\*  
 PLS 445\*\*  
 ENL 481\*\*  
 SDC 326\*\*  
 SDC 341\*\*

\* Required Course  
 \*\* Elective Course

2. For new courses, include syllabus or detailed outline of subjects covered for each. For fieldwork experience, describe duration of, and arrangements for supervision. Indicate provisions for granting credit for non-academic experiences.

This proposal requires neither new courses, fieldwork experience nor provisions for granting credit for non-academic experiences.

## Section II

1. Append vitae of present faculty members, if any, who will implement the program. Indicate each faculty member's rank and fulltime or parttime status and for which courses each faculty member will be responsible. Also indicate who will be the program director or coordinator:

1. Curricular Vitae are of the following faculty members appended (attachment 16):

NAME	RANK	PI/ET	COURSES
DEPT. OF ANTHROPOLOGY:			
Clune, R.	Assoc. Prof.	FT	ANT 111 ANT 114 ANT 400
Edwards, E.	Assoc. Prof.	FT	ANT 111 ANT 320 ANT 400
Rollwagen, J.	Prof.	FT	ANT 114 ANT 330 ANT 400
Stewart, M.	Assoc. Prof.	FT	ANT 320 ANT 322 ANT 400

DEPT. OF BUSINESS ADMIN.  
AND ECONOMICS:

Al-Kaszaali, I.	Asst. Prof.	FT	BUS 285 BUS 286
Brent, C.	Lect.	PT	BUS 335 BUS 365
Brown, J.	Lect.	FT	BUS 325 BUS 365
Chasse, D.	Assoc. Prof.	FT	ECN 201 ECN 202 ECN 204 ECN 301 ECN 302
Clarridge, S.	Lect.	PT	BUS 335 BUS 365 BUS 366
Cordeiro, J.	Lect.	FT	BUS 325
Davis, A.	Lect.	FT	BUS 285 BUS 286
Desfosses, L.	Prof.	FT	BUS 475
Farley, R.	Prof.	FT	ECN 301 ECN 302 ECN 441 ECN 442 ECN 451 ECN 452

## Section 1

Ferranone, R.	Lect.	PT	BUS 285
			BUS 286
Filppus, R.	Assoc. Prof.	FT	ECN 201
			ECN 202
Frykholm, W.	Lect.	PT	BUS 475
Fu, L.	Asst. Prof.	FT	BUS 325
			ECN 441
			ECN 442
			ECN 451
			ECN 452
Gatto, A.	Lect.	PT	BUS 366
Harris, M.	Lect.	PT	BUS 366
Li, Y.	Prof.	FT	BUS 285
			BUS 206
Mason, J.	Prof.	FT	ECN 201
			ECN 202
McNeill, W.	Lect.	PT	BUS 285
			BUS 286
Murphy, S.	Lect.	FT	BUS 285
			BUS 286
Prattipati, S.	Lect.	FT	BUS 325
			BUS 365
			BUS 475
Richardson, J.	Lect.	PT	BUS 325
Rolfe, J.	Lect.	PT	BUS 285
			BUS 286
Schnell, J.	Lect.	PT	BUS 285
			BUS 286
Spitzer, J.	Prof.	FT	BUS 325
			ECN 201
			ECN 202
Strieter, J.	Lect.	FT	BUS 475
VanDuzer, E.	Lect.	FT	BUS 335
			BUS 365
Vesneske, E.	Lect.	PT	BUS 335
			BUS 365
Weaver, J.	Asst. Prof.	FT	BUS 325
			BUS 335
			BUS 365
Weeks, H.	Lect.	FT	BUS 325
Wodarski, E.	Lect.	PT	BUS 475

## COMMUNICATION DEPT:

Sisson, R.	Prof.	FT	DMC 310
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## ENGLISH DEPT.:

Bird, S.	Asst. Prof.	FT	ENL 307
Burelbach, F.	Prof.	FT	ENL 307
Curran, P.	Asst. Prof.	FT	ENL 481
Tollens, V.	Prof.	FT	ENL 307

## Section I

Hale, D.	Prof.	FT	ENL 327
Perry, J.	Assoc. Prof.	FT	ENL 307
			ENL 481
Rich, C.	Asst. Prof.	FT	ENL 190
<b>FOREIGN LANGUAGES DEPT.:</b>			
Alvarez-Aitman, G.	Prof.	FT	SPN 320+
Miller, E.	Assoc. Prof.	FT	SPN 320+
Morris, W.	Prof.	FT	SPN 320+
O'Nan, M.	Prof.	FT	FRN 320+
Oyazun, L.	Asst. Prof.	FT	SPN 320+
			FCE 420
Petit, B.	Assoc. Prof.	FT	FRN 320+
Rojas, V.	Asst. Prof.	FT	SPN 320+
Siegel, D.	Assoc. Prof.	FT	FRN 320+
Siracusa, J.	Prof.	FT	SPN 320+
Zayas, P.	Dir., Bilingual Program	FT	SPN 320+
<b>GLOBAL STUDIES:</b>			
Fink, H.	Assoc. Prof.	FT	GBS 212
Ullman, S.	Assoc. Prof.	FT	GBS 212
<b>HISTORY DEPT.:</b>			
Bucholz, A.	Assoc. Prof.	FT	HST 102
Malik, S.	Prof.	FT	HST 102
Smith, R.	Prof.	FT	HST 102
<b>MATHEMATICS DEPT.:</b>			
Chen, M.	Prof.	FT	MTH 221
Ibrahim, I.	Prof.	FT	MTH 221
Mahoney, R.	Assoc. Prof.	FT	MTH 221
Miller, S.	Prof.	FT	MTH 221
Nakano, K.	Prof.	FT	MTH 221
<b>POLITICAL SCIENCE DEPT.:</b>			
Andrews, W.	Prof.	FT	PLS 111
			PLS 112
			PLS 333
Barkey, H.	Lect.	PT	PLS 111
			PLS 112
			PLS 301
			PLS 333
			PLS 338
			PLS 372
			PLS 445
Borowiec, W.	Assoc. Prof.	FT	PLS 111
Dain, E.	Prof.	FT	PLS 111
Jancar, B.	Assoc. Prof.	FT	PLS 111



## Section I

			PLS 112
			PLS 334
			PLS 364
McWhorter, D.	Prof.	FT	PLS 315
Ullmar, S.	Assoc. Prof.	FT	PLS 111
			PLS 112

## SOCIOLOGY DEPT.:

Deyo, F.	Assoc. Prof.	FT	SDC 306
LaSante, M.	Prof.	FT	SDC 341

2. Additional faculty are not to be recruited for this program.
3. The Program Director will be appointed by the Vice President for Academic Affairs from among those faculty at the College whose vitae are attached.

Section J

40

- J. Describe the library holdings presently available for use in the program and plans for acquisition of needed additional materials.

This information is contained in a 6 February 1985 memorandum from Ms. Raj Madan, Associate Director of the Drake Memorial Library for Public Services. A copy of this memorandum is attached (attachment 17).

- K. Graduate programs: include special provisions for external evaluation-procedures and evaluation guidelines.

This section does not apply since the proposed program is an undergraduate degree program.

## Section L

## L. Append local resolutions and support documents:

1. Appended to this proposal are resolutions of support from:
  - a. Brockport's Department of Foreign Languages (Attachment 18)
  - b. Brockport's Department of Political Science (Attachment 19)
  - c. Brockport's Department of Business Administration and Economics (Attachment 20)
2. See also the following documents which contain statements of support for this program:
  - a. Letter from the International Business Council of Rochester's Chamber of Commerce (attachment 6).
  - b. Letter from Mr. Gary Ryan, President of International Personal Services (attachment 9).
  - c. Letter from Dr. Raymond Ruff, Dean of the Business Division, Monroe Community College (attachment 10).
  - d. Letter from Dean John James Arthur, Dean of Admissions, American Graduate School of International Management (attachment 13, pp. 5-7).

Section M

- M. The baccalaureate program in International Business and Economics will not involve approval of a master plan amendment.

This proposed interdisciplinary major in International Business and Economics, by its integration of a systematic course of professional studies with a coherent and congruent course of social science and humanities courses, straightforwardly addresses the College at Brockport's mission to provide for its students a "balanced blend of theoretical and practical knowledge." This proposed program's curriculum epitomizes the "strong relationships between the liberal arts disciplines and professional studies," that is an essential element of the quality higher education which the College at Brockport provides. A copy of the College's Mission Statement is attached (attachment 22).